

ChatGPT in higher education: Considerations for academic integrity and student learning

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Abstract

The release of ChatGPT has sparked significant academic integrity concerns in higher education. However, some commentators have pointed out that generative artificial intelligence (AI) tools such as ChatGPT can enhance student learning, and consequently, academics should adapt their teaching and assessment practices to embrace the new reality of living, working, and studying in a world where AI is freely available. Despite this important debate, there has been very little academic literature published on ChatGPT and other generative AI tools. This article uses content analysis to examine news articles (N=100) about how ChatGPT is disrupting higher education, concentrating specifically on Australia, New Zealand, the United States